

# The Career Zone "Sketch"

As of March 8th, 2001







 Contributes to the business goals of the organization

- Reduces anxiety and resistance to change
- Support individual professional development
- Provides fully integrated set of services through a single point of access

Contributes to
Increases in
Employee
satisfaction

• "Do what I do best everyday" (right fit)

- "Encourages development"
- "Opportunity to learn and grow"

Fulfills Commitments SFA leadership made to staff

Supports Transformation

focus

- SFA staff are assured a job within SFA
- The organization will support staff who choose roles outside SFA
- SFA is committed to investing in the skill development of employees to ensure success in new roles within the PBO

Supports staff
Impacted
throughout the
transformation

(Q12)

All SFA staff are impacted by transformation. The Career Zone will provide transition services to support SFA staff



To support the growth and development of its staff, SFA is creating the Career Zone that...

- Offers staff information and resources for learning and career development
- Provides easy and ongoing access to services in:
  - Career Planning
  - Transition Planning
  - Professional and Personal development
- Helps staff to take full advantage of the career opportunities created by SFA's ongoing transformation



### The Career Zone is envisioned as a "center" of activity that will provide a broad array of services intended to foster professional growth of all SFA staff.

The Career Zone will become a visible symbol of the new SFA by modeling the four service standards:

#### Be Worthy of Trust

A place where all staff will be safe to imagine new and more effective ways of doing their jobs, and advancing their careers and obtaining help they can rely on

#### **Be Courteous**

A welcoming place that promotes accessibility, professionalism and confidentiality.

### Deliver Great Products & Services

A place where services offered will meet the unique needs of each SFA employee, and will be delivered by responsible, skilled professionals

#### Be Efficient

A place where unit costs are well managed through the use of integrated services delivered by volunteers, experts and through technology



- Critical components of the Career Zone -

The Career Zone

Welcome

Career and Transition Planning

Professional/ Personal Development



#### - Critical Components of the Career Zone -

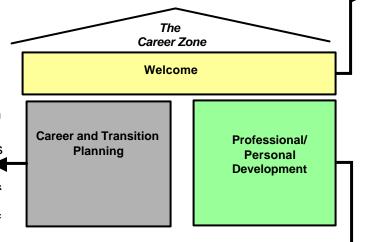
#### **Career Planning**

- Provide career management/ career planning guidance to employees
  - Assist with completing skill & interest inventory
  - Offer training in resume writing, interview preparation, networking & other career skills
  - Provide guidance in establishing & executing a career management plan
- Work with staff to identify placement opportunities & match skills and interests with hiring managers
  - Direct staff to appropriate database & other resources
  - Maintain SFA job bank & database of available staff
- Coordinate placement within SFA & other federal agencies

#### **Transition Planning**

- Provide "emotional" support and guidance for staff in transition
- Make EAP referrals to appropriate resources when required
- Coach managers for meetings with "impacted" staff

\* Not all services defined in this vision will be available immediately. The depth and breadth of services will evolve as the Career Zone matures.



#### Welcome

- Oversee day-to-day operations of the Career Zone
- Greet customers as they enter the Career Zone
- Orient customers to Career Zone services
- Gain understanding of the needs & wants of the Career Zone customers
- Provide basic guidance to determine appropriate services for customers
- Serve as the Career Zone advocate

#### **Professional/ Personal Development**

- Serve as broker for acquiring learning solutions
  - Resource for identifying & selecting training options
  - Help staff fulfill courses/learning needs defined in employee's Individual Development Plan and/or career plan
- Create and/or define learning programs
  - Employee & manager training
  - Action learning groups & workshops for target audience
  - · Mentoring programs & shadowing
  - Guidance for tuition reimbursement & credits
- Support SFA staff to develop and deliver workshops based on their skills
- Ensure staff participate in new employee orientation & SFA core curriculum courses



#### - The Career Zone Roles/Responsibilities -

#### Staff

- Own & manage personal career development
- Engage in self assessment
- Express needs
- Adhere to service standards and follow through with career development commitments

#### **General Managers (or designees)**

- Communicate business context and transformation impacts on organization units & individuals
- · Respond to staff's individual concerns
- Manage expectations & direct staff to available support resources
- Monitor staff success

#### **The Career Zone Manager**

- Manages day-to-day operations of the Career Zone
- Reports status of the Career Zone operations, fiscal performance & performance objectives defined in Career Zone Performance Agreement
- · Communicates with Management Council on direction of the Career Zone programs
- Works with Advisory Group to improve the Career Zone's ability to meet customer needs
- Works with HR to coordinate career planning and placement
- Works with SFA University to coordinate Professional/Personal Development
- · Maintains the Career Zone facilities
- Ensures that every employee has an assigned counselor to coordinate services and ensure that overall development needs are fulfilled (will be determined depending upon needs of individual employee)

#### Welcome

Career and Transition Planning

Professional/ Personal Development



- The Career Zone Roles/Responsibilities (continued) -

#### Staff Liaison(s)

(Filled by Counselors on a rotating basis)

- Orient customers to the Career Zone
- Understand customer needs/wants
- Guide customer to appropriate services

#### **Administrative Assistant**

- Greets customers
- Performs clerical support functions
- Maintains data bases
- Coordinates surveys and documents customer feedback

#### **Career Counselor(s)**

- Assist staff with skills/interest assessment
- Help staff to identify options and to select appropriate course of action
- Provide guidance for developing an individual career plan
- Train staff in job application, resume writing, networking and other techniques of job search

#### **Transition Counselor(s)**

- Provide guidance and emotional support for staff in transition
- Refer staff to appropriate EAP resources when needed
- Provide coaching for GMs and line managers for communicating with impacted staff

#### **Learning Counselor(s)**

- Identify individual staff development needs and recommend appropriate learning solutions
- Coordinate with SFA
   University to connect staff to appropriate learning solutions
- Provide development support and facilitation coaching to SFA staff who are designing & delivering workshops to share skills
- Facilitate tuition reimbursement & other learning related procedures



#### -Initial Ideas for Delivering Career Zone Services to the Regions –

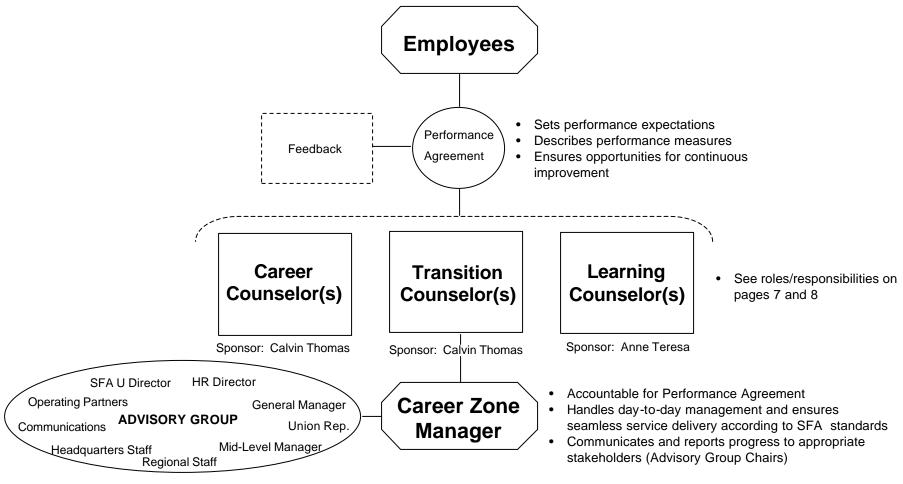
- ☐ Initially, "Road Shows" will be held to introduce the services available through the Career Zone and to introduce career counselor(s) assigned to that region.
- □ Career counseling and placement services will be provided through RCl's field offices as needed or through routine, scheduled visits by RCl's headquarters staff (depending upon demand).
- All professional development services/opportunities will be available to regional staff as they are today (i.e. SFA Traditions course). Regional staff can also work with counselors over the phone and ultimately through an online learning management system.
- ☐ Transition counseling services:
  - Transition counselors will provide initial services to any/all "impacted" staff on site.
  - Ongoing transition counseling services will be provided through scheduled routine visits to the regional location, and/or over the phone as needs arise.

Service delivery vehicles to the regions will evolve through further exploration of existing services.

- > Exploring opportunities to utilize TDC regional services.
- ➤ Engaging regional staff in defining how services can best be delivered to their locations.



#### - Accountability for the Career Zone-



#### Convenes routinely to:

- · Confirm focus of the Career Zone
- Ensure Career Zone alignment with SFA Programs and best practices
- Assess/Re-assess the Career Zone priorities
- Analyze service delivery feedback
- Determine communication opportunities and decision-making needed by SFA Leadership



- Estimated level of effort to run each component of the Career Zone -

(The level of effort to run the Zone will likely evolve as the needs of the customers evolve.)

- ➤ 1 Career Zone Manager (full time SFA employee)
- ➤ 1 Employee Liaison (role to be filled on a rotating basis by other Career Zone staff)
- 1 Admin. Support (full time SFA employee)

### 1 FTE from SFA Career Zone

#### Welcome

3 Contractor FTEs

Career
Counseling
and
Placement

1 Contractor on an as needed basis

Transition Counseling

1 SFA Univ. Employee (full time)

Professional/ Personal Development

- 1 Learning Counselor (full time from SFA University)
- 2 additional Learning Counselors (full time from SFA University)

- 2 Career Counselors (full time thru RCI contract & aligned to support headquarters and regional employees)
- ➤ 1 Admin Support (full time thru RCI contract)
- Up to 2 additional Career Counselors (full time thru RCI contract)
- 1 Transition Counselor (at point of need thru Transformation Ptr & aligned to support headquarters and regional staff)
- 2 additional Transition Counselors (at point of need thru Transformation Ptr or by trained SFA employee)
- > Immediate Need
- Anticipated Future Need



#### -Phase 1: Level of Effort-

April 2001- September 2001

√ 1 Career Zone Manager

- ✓ (full time SFA employee)
- √ 2 Accenture consultants to support Phase 1 implementation

The

1 FTE from SFA Career Zone 2 Contractors

#### Welcome

3 Contractor FTEs

Career
Counseling
and
Placement

1 Contractor on an as needed basis

Transition Counseling

Professional/ Personal Development √ 3-5 course offerings secured through SFA U Staff.

- √ 2 Career Counselors
- ✓ (full time thru RCI contract & aligned to support headquarters and regional employees)
- √ 1 Admin Support
- √ (full time thru RCI contract)
- √ 1 Transition Counselor (at point of need thru Transformation Ptr & aligned to support headquarters and regional staff)



- Action Steps to begin operation of the Career Zone -
- ✓ Storyboard and message development ☐ Confirm future ongoing funding source for the Career Zone ☐ Review the Career Zone storyboard with Management Council ☐ Review the Career Zone storyboard with Union ✓ Arrange site visits to best in business & best in government development centers ☐ Conduct additional focus groups and create opportunities for capturing staff input (following union approval) ☐ Identify and secure 3-5 "course" offerings that meet the immediate needs of SFA staff to generate demand and interest for the Career Zone ☐ Begin communications according to Communication Plan created with SFA Communications ☐ Create, convene and orient the Career Zone Advisory Group ☐ Create and post job opportunities for the Career Zone ✓ Hire and orient Career Counseling Experts (RCI Contract vehicle in process) ✓ Ensure contract in place for Transition Counseling on an as needed basis. ☐ Orient Learning Consultants on expanded role in the Career Zone ✓ Build out the Career Zone space in Portals and secure space in new building



- Open Issues that might be addressed through interest based negotiations with the Union -

- 1. If an employee does not have the skills required to fill open positions **and** is not interested in skill development, outplacement or retirement, what happens?
- 2. Is there a time limit for the job search loop?
- 3. Is there a time limit or cost ceiling on the education/development option?



# **Appendix**

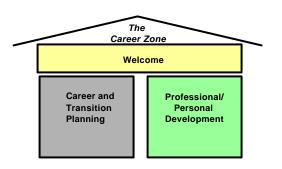
SFA employee seeks professional development to enhance job skills

Illustrative Scenario



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#### SFA employee seeks professional development to enhance job skills



The Career Zone provides a broad array of services intended to foster professional growth of all SFA employees. An Openhouse celebration to introduce SFA staff to the Career Zone has taken place and the staff is encouraged to use the provided services.



Pat explains her training interests to the Learning Counselor and asks for help to identify training options that will fulfill the goals that she identified on her Individual Development Plan. The learning counselor identifies courses that are available and helps Pat to register for these training sessions. (Of course, in the future Pat realizes she will be able to access her learning options on her own via a web-based tool.)



Pat an SFA employee indicated on her Individual Development Plan that she would like to take courses on facilitation and training development to enhance her job performance. Pat decides to visit the Career Zone to seek Professional development services.



Pat enrolls and participates in the training opportunities. After completing the courses, Pat's Learning Counselor follows up with her to ensure that the services the Career Zone provided met Pat's needs. The Learning Counselor encourages Pat to use the Career Zone in the future.



Pat goes to the Career Zone and is greeted by an Employee Liaison who provides an overview of the services that the center offers as well as an explanation of her options. Pat states that she is interested in developing her professional skills and is seeking training opportunities. The Liaison directs her to a Learning Counselor.





## Appendix

Placement of an Impacted Employee due to reengineering of business processes

Illustrative Scenario



#### Placement of an Impacted Employee due to reengineering of business processes



The Career Zone provides a broad array of services intended to foster professional growth of all SFA employees. An Openhouse celebration to introduce SFA staff to the Career Zone has taken place and the staff is encouraged to use the provided services.



Transition counselor and HR Director meet with GM to provide coaching and appropriate scripts for communicating with impacted employees



After meeting with the team and explaining the business needs driving the change, the GM meets with individual employees to address their concerns. The GM explains the services that the Career Zone can provide and that it is the employee's responsibility to make an appointment with the Zone.



Jim, the impacted employee goes to the Career Zone and is greeted by an Employee Liaison who provides an overview of the services that the Zone offers as well as an explanation of his options. Jim states that he is interested in remaining with SFA, but is frustrated about the process and uncertain about how to proceed. The Liaison directs him to a transition counselor.



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The transition counselor provides a forum for Jim to express his frustrations. The counselor reaffirms the message that Jim is a valuable resource and that it is understandable to feel confusion and perhaps fear about the process. Together they discuss the opportunities that are available and the concept of "right fit". They agree that the next step is to meet with a career counselor.



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The career counselor gains a better understanding of Jim's career interests and then provides Jim with materials for conducting a skills/interest inventory. With these results, they discuss the positions with in SFA from the job inventory that would be a "right fit." Jim selects several opportunities and together they develop a career management plan.



#### Placement of an Impacted Employee due to reengineering of business processes



Within his career plan, Jim and the career counselor identify several training options for helping ensure Jim's skills meet the current needs in SFA. Jim works with a learning counselor to obtain the appropriate training.

While engaging in his training activities, Jim's career counselor lets him know of a few recently posted positions in SFA that may be a "right fit". Jim works with the career counselor to prepare for interviews and discussions with the hiring managers.

Jim interviews with the hiring manager and is selected for the position.



Jim's career counselor follows up with him several weeks after he begins his new job. The career counselor wants to ensure that the services the Career Zone provided met Jim's needs. The career counselor encourages Jim to use the Career Zone in the future.

After working for several months, Jim determines that he would like to develop more detailed skills. He contacts the Career Zone and is provided training opportunities by a learning counselor.

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## Appendix

Enabling Technology for the Career Zone

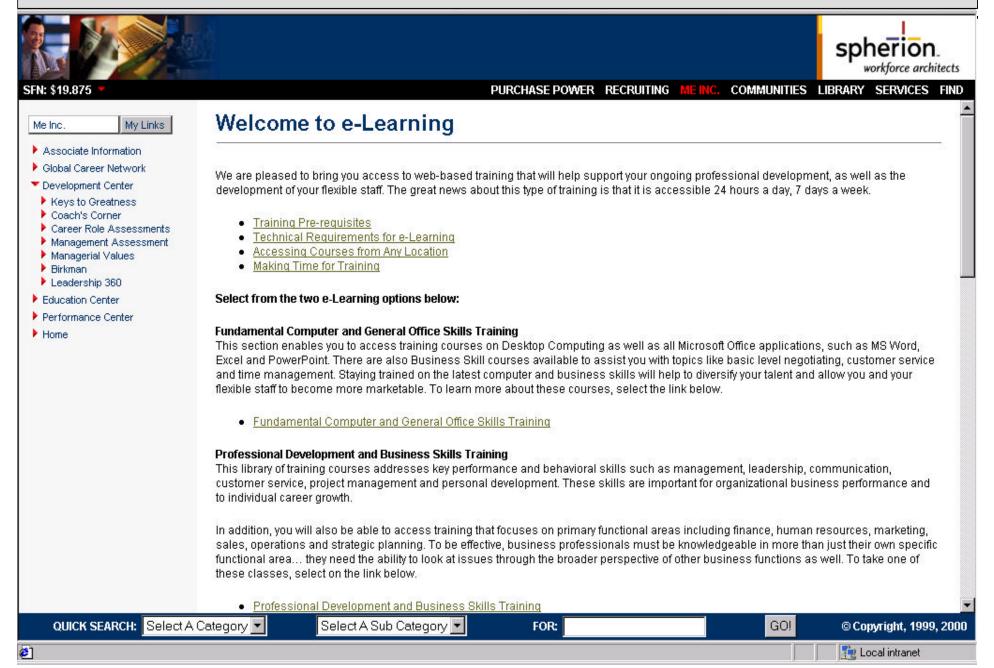
SFA employee seeks professional development to enhance job skills

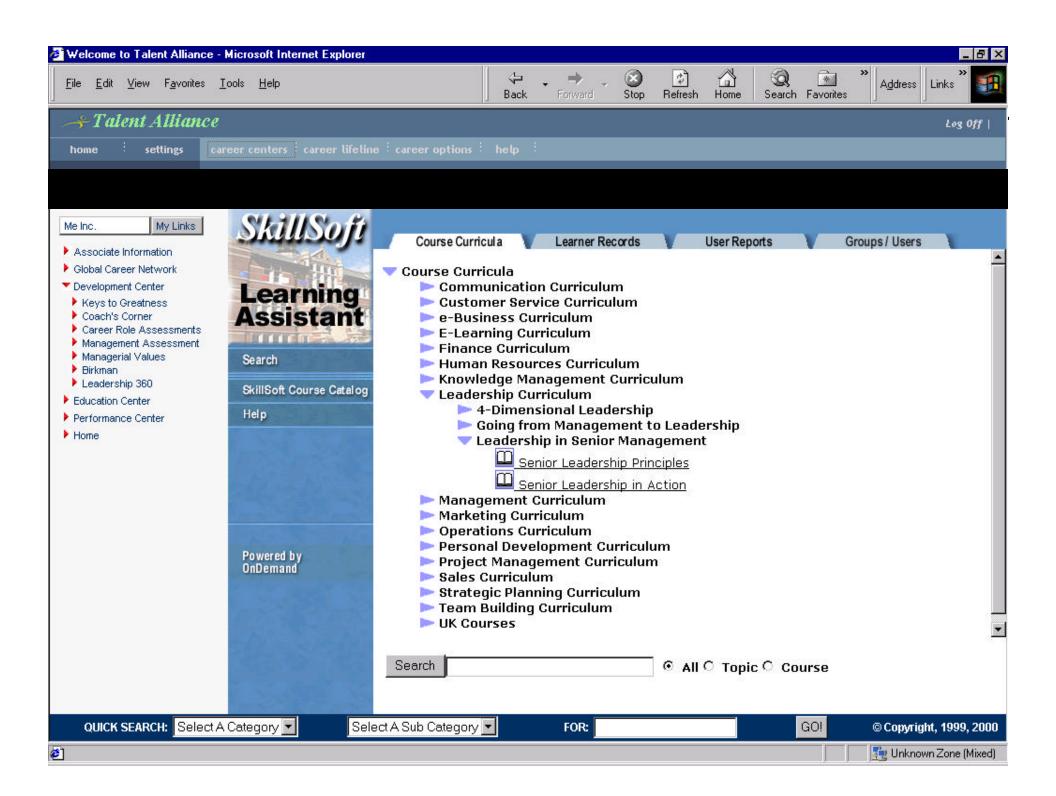
Learning Management System Example: Enthusian.com Illustrative Scenario

Final Outcomes for technological solutions will be based on systems work in SFA University and SFA Human Resources



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SFA employee seeks professional development to enhance job skills

Individual Development Plan System Example: Perform.com

#### Illustrative Scenario

Final Outcomes for technological solutions will be based on systems work in SFA University and SFA Human Resources



1

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